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*Kingston, Ont.*

QUEEN'S UNIVERSITY,

# Faculty of Education



## (ANNUAL) CALENDAR

Third Session, 1909-1910



KINGSTON:  
The Jackson Press.  
1909





## QUEEN'S UNIVERSITY.

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This Calendar is for the use of persons intending to take a University course in the *Faculty of Education*.

For *Arts* and *Theology* Calendar write GEO. Y. CHOWN, Kingston, Ontario.

For *Medical* Calendar write DR. A. R. B. WILLIAMSON, Kingston, Ontario.

For *Science* Calendar (School of Mining), including all courses in Engineering, write GEO. Y. CHOWN, Kingston, Ontario.

For lists of graduates, students, Scholarships and Prizes and pass lists, all Faculties, see complete Arts Calendar.

The complete Arts Calendar, and the Examination Papers, are issued in June. Copies (twenty-five cents for Calendar and fifty cents for Examination Papers) may be had on application to the Registrar, GEORGE Y. CHOWN, B.A., Kingston, Ontario, to whom all enquiries for information and letters regarding Arts, Science, Education and Theology courses should be addressed.

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## ACADEMIC YEAR.

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### 1909.

- Sept. 29. Classes in Education, Arts, Applied Science and Mining open.  
Oct. 16. University Day.  
Dec. 20. Christmas Holidays begin.

### 1910.

- Jan. 4. Classes reopen.  
Feb. 9. Holiday.  
Mar. 30. Class work in Arts and Mining closes.  
Apr. 15. Time expires for receiving applications for May examinations.  
“ 27. Convocation for distributing prizes, announcing honours and laureating graduates in Arts, Medicine, Science and Theology.  
May 10. Class work in Education closes.  
“ 11. Examinations in Education begin.

## FACULTY OF EDUCATION.

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QUEEN'S UNIVERSITY.

Session of 1909--10.

CECIL FAIRFIELD LAVELL, M.A., *Professor of the History of Education and Dean of the Faculty.*

ORLANDO J. STEVENSON, M.A., D.Paed., *Associate Professor of Education.*

W. S. ELLIS, M.A., *Lecturer on High School Management and on Methods in Science.*

J. RUSSELL STUART, *Lecturer on Elementary Education.*

E. O. SLITER, M.A., *Lecturer on Methods in Classics.*

W. R. SILLS, M.A., *Lecturer on Methods in Mathematics.*

GEORGE S. BALE, B.A., *Lecturer on Methods in French and German.*

R. H. WALKS, B.A., *Lecturer on Methods in English.*

AUGUSTUS F. HATCH, B.A., *Lecturer on Drawing and Manual Training.*

JAMES A. RAMSAY, *Lecturer on Commercial Work.*

W. J. SAUNDERS, M.A., *Associate Lecturer on Methods in Science.*

MARGARET KING, *Instructor in Color Work.*

J. G. ETTINGER, *Instructor in Music.*

SUSAN BAWDEN, *Instructor in Household Science.*

JAMES BEWS, *Instructor in Physical Training.*

GEORGE Y. CHOWN, B.A., *Registrar and Treasurer.*



## ANNOUNCEMENT.

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The third session of the Faculty of Education in Queen's University will open September 29th, 1909, and close May 31st, 1910. Its purpose will be the practical and theoretical training of teachers for Public and High School work.

Students in attendance in the Faculty of Education, apart from those who pursue courses leading to degrees in Pedagogy, shall be classified as *Regular* students and *Occasional* students. Regular students shall be those admitted under the regulations stated below.

All classes except such as are directly practical are held in the Arts building of the University, and every opportunity is given to the students to share to the full in all phases of University life. The Victoria Public School and the Kingston Collegiate Institute, situated within one minute's walk from each other and a block from the University, are used by the Faculty as model schools for observation and practice.

Intending students should communicate with the Registrar at any time during August or September, and must register for either the General or the Advanced Courses not later than October 5th. A candidate for admission to the Faculty shall submit the following:

(1) A certificate from a competent authority that he will be at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(a) His certificate of graduation in Arts from the Registrar of any university in the British Dominions.

(b) His Senior Teacher's certificate.

- (c) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall be required, if a candidate for a certificate as teacher in a Public School, to submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculties of Education. Failing this certificate, he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Bookkeeping and Business papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

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## COURSES OF STUDY.

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The courses of study shall be a *General Course*, *Advanced Courses*, *Special Courses*, and the Courses for Degrees in Pedagogy.

### I. GENERAL COURSE.

A *General Course* shall consist of three parts:

#### *Part I.*

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School course and the following subjects of the High School course:



English, with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

2. Such a review by the student, from the academic standpoint, of the foregoing subjects, as is required for the High and Public School courses.

#### *Part II.*

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School course, and the Reading and Physical Training of both the High and the Public School courses.

#### *Part III.*

Observation and Practice Teaching in the Victoria school and Kingston Collegiate Institute, with Observation in ungraded rural schools. The Observation will involve the equivalent of forty school lesson-periods; and the Practice Teaching, the equivalent of twenty school lesson periods; or of more, in both cases, according to the experience, aptitude and progress of the student.

In both the Observation and the Practice Teaching of this course, the emphasis will be laid upon the work of the Public Schools and the Lower School of the High Schools.

### II. FIRST ADVANCED COURSE.

The First Advanced Course trains for certificates as teachers both in Public and High Schools, and consists of three parts, as follows:

#### *Part I.*

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School course and the following subjects of the High School course:

English, with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method, in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of elementary Psychology and Ethics.

2. Such a review by the student, from the academic standpoint, of the foregoing subjects, as is required for the High and the Public School courses.

*Part II.*

1. A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work and Domestic Science (for women), of the Public School course, and the Reading and Physical Training of both the High and the Public School courses.

*Part III.*

Observation and Practice Teaching as defined in Part III of the General Course.

### III. SECOND ADVANCED COURSE.

The Second Advanced Course trains for certificates as teachers in High Schools only, and consists of three parts, as follows:

*Part I.*

1. The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the following subjects of the High School courses:

English, with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.



The instruction in the History of Education and Educational Systems, the Principles of Education, and the Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

2. Such a review by the student, from the academic standpoint, of the foregoing subjects, as is required for the High School Courses.

#### *Part II.*

1. A course of study, both academic and professional, in the Reading and Physical Training of the High School course.

2. A course of instruction in one of the academic departments for Specialists' certificates recognized by the Education Department of Ontario. This course of instruction is to be approved by the Faculty as equivalent to the Public School subjects of the First Advanced Course.

#### *Part III.*

Observation and Practice Teaching in the Kingston Collegiate Institute. The Observation will involve the equivalent of forty lesson periods and the Practice teaching the equivalent of twenty lesson periods; or of more, in both cases, according to the experience, aptitude, and progress of the students.

### IV. SPECIAL COURSES.

Special Courses shall include:

1. (a) Courses for Specialists under the Regulations of the Education Department of Ontario;

(b) A course for Inspectors of Public Schools;

(c) Such other special courses as may be offered by the Faculty from time to time.

2. (a) In both the General and Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(b) For a Public School Inspector's diploma there will be an examination open to those who have fulfilled the conditions prescribed by the Education Department for Public School Inspectors' Certificates. The subjects of the examination will be as follows:



Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School course.

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### GENERAL REGULATIONS.

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1. Students who are graduates in Arts before the beginning of the session shall take one of the Advanced Courses. All other regular students, including graduates in Arts who are exempt from attendance, shall take the General Course.

2. Regular students who complete the General Course or an Advanced Course will receive the Diploma of their respective Courses.

3. Students in the General or in an Advanced Course, who hold academic certificates as Specialists and who complete their respective courses, will receive diplomas as Specialists.

4. Regular attendance in the General and the Advanced Courses is compulsory, except for such students as are exempt from attendance under the Regulations of the Education Department of Ontario.

5. Students are exempt from attendance only as follows:

(a) Teachers who have been granted only High School Assistants' certificates may, without further attendance, obtain Interim First Class Public School certificates by passing at one examination, and with the usual percentage, in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test of their ability to teach Public School classes.

(b) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent may, without further attendance, obtain Interim Specialists' certificates, provided they hold the necessary academic certificates and pass the professional examina-

tions for such standing in the special courses prescribed by the Faculty of Education.

(c) Teachers who hold permanent Second Class certificates, with at least the academic standing prescribed for entrance into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, taking Parts I and II together or separately, but without taking the prescribed session, or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(d) Candidates who have attended a session in the General or First Advanced Course, and have obtained at least 35 per cent. of the marks in each subject in Parts I and II and at least 55 per cent. of the aggregate of the marks for each of said Parts, and have passed in Part III, may write at the examinations for INTERIM FIRST CLASS PUBLIC SCHOOL AND HIGH SCHOOL ASSISTANTS' CERTIFICATES without taking the session over again or being required to pass again in Part III.

6. All students exempt from attendance who are duly registered in the Faculty and who pay the annual fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

7. Students may be dismissed by resolution of the Faculty, for negligence, incapacity, or any other sufficient cause.

8. A student in the General or First Advanced Course may take in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Education Department for academic certificates, but only with the consent of the Faculty; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.

9. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have had their academic standing approved by the Department of Education before entering upon their special courses.

10. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Course I, Part I, in Course II, Part I, and in Course III, Part I, as will suit the condition of candidates who had obtained their academic standing in courses other than those recognized in the Regulations of 1904.

11. The annual fee for the General or the Advanced Courses (with or without the course for Specialists), which shall include the library, gymnasium and examination fees, shall be \$15. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance shall be \$15, or \$10 for each of Parts I and II if taken in parts. The fee for the Specialists' examination when taken apart from the regular course shall be \$5 for each examination paper. The fee for the Inspectors' examination shall be \$15. The fee for each diploma shall be \$2. For Special Courses, or any cases not provided for herein, the fee schedule shall be such as obtains in the Faculty of Arts.



## EXAMINATIONS.

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(1) Candidates for Interim High and Public School certificates in attendance in the Faculty of Education, who have passed in Part III during the session, shall take at their final examinations both Parts I and II of the General or of the Advanced Course, as the case may be.

(2) The standing of the students in attendance in the General or in an Advanced Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and other tests as the Faculty may prescribe, and the maximum of marks therefor in any subject shall be 40 per cent. of the aggregate of marks for that subject.

(3) Examinations in Part I are held in May at Kingston or at such local centres as may be selected by the Faculty. Sessional examinations will also be held before Christmas, chiefly for the purpose of testing the students' knowledge of the subjects of the Public and High School courses.

Examinations in Part II are held at convenient periods during the session and in May at Kingston. The percentage requirements for a pass in the General or Advanced Courses are 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each Part. The requirements in the Specialists' Course are 60 per cent. in each subject. The requirement for honours in the General Course or in an Advanced Course or in the Course for Inspectors is 75 per cent. of the aggregate marks.

(4) An unsuccessful candidate for a Diploma in the General or an Advanced Course may be required, and candidates unsuccessful in Part III of either course shall be required, to attend a second session, and repeat both the term work and the final examinations. On the recommendation of the Faculty, candidates who fail in Part I of the First Advanced Course may be granted a diploma in the General Course.

## DETAILS OF COURSES.

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Note.—The bibliographies given below are merely *suggestive*; no text-books are *required*. The first book mentioned under each subject is to be preferred.

### *Part I.*

#### HISTORY OF EDUCATION AND EDUCATIONAL SYSTEMS.

##### *General Course:*

Evolution of Education in Primitive Society.

Oriental Education, Chinese, Hebrew and Hindu Education as types.

Educational Ideals of Eastern and Western Nations compared. Greek Life and Civilization. Old Greek Education with Spartan Education as its type. New Greek Education with Athenian Education as its type. The Sophists and the Great Educational Theorists, Socrates, Plato and Aristotle. The Idea of a Liberal Education.

Roman Life and Civilization. Roman Educational Ideals and Practices contrasted with those of Greece. Great Educational Theorists, Cicero and Quintilian. The Idea of a Practical Education.

Life in the Middle Ages. Christianity and Education. The Education of the Monastery and the Castle. Scholasticism and the Rise of the Universities.

The Renaissance and the Rise of Humanism. Educational significance of Renaissance. The work of Boccaccio, Erasmus, DaFeltre, Ascham and Sturm.

The Reformation and Counter-Reformation. Luther and Elementary Education. The Jesuits and the Teaching Orders.

Realism and Science in Education. Types of Realism represented by Rabelais and Milton, by Montaigne, by Ratich, Bacon, and Mulcaster, and by Comenius.

Education according to Nature. Development of the new ideal in Locke, Rousseau and Basedow.

The Psychological Ideal in Education as represented in the work of Pestalozzi, Herbart, and Froebel.

The Sociological Ideal.

## The Development of Public Education in Germany, Great Britain, France, the United States and Ontario.

### References:—

*Monroe.* Brief Course in the History of Education.

*Davidson.* A History of Education.

### *Advanced Course:*

The General Course repeated, with a detailed study of special periods and movements.

### References:—

*Monroe.* Text-book in the History of Education.

*Davidson.* Education of the Greek People.

*Woodward.* Vittorino da Feltre and other Humanist  
*Laurie.* John Amos Comenius. [Educators.]

*Davidson.* Rousseau and Education according to Nature.

*Pinloche.* Pestalozzi and the Modern Elementary School.

*De Garmo.* Herbart and the Herbartians.

*Hughes.* Froebel's Educational Laws for all Teachers.

## PRINCIPLES OF EDUCATION.

### *General Course:*

A course of lectures dealing in the main with the following topics:

1. *Introduction*—The meaning and aim of Education; statement and examination of typical theories; individual and social elements in Education; the school as an agency of social progress; its relation to other social institutions, the home, the church, the state, the vocation, etc.; the school as a means of individual growth and development; the problem of individual differences in children; the curriculum as an expression of social values; its origin; phases of its growth; present day movements for reform of the curriculum.

*Physical Aspects of Education*—The significance of infancy; the native physical endowment of the child; heredity and environment as factors in human development; instinct in Education, its relation to habit and intelligence; physical growth and development; motor activities in Education, their relation to mental and moral development; play as a factor in Education; the mental and moral bearings of school-room hygiene.



*Mental Aspects of Education*—The doctrine of self-activity; imitation and curiosity as factors in mental growth; the nature of the learning process; meaning of such terms as experience, knowledge, judgment, etc.; place of analysis and synthesis, deduction and induction in the growth of experience.

*Moral Aspects of Education*—The instinctive element in morality; the social element in morality; the moral aspect of the various school-room activities; the curriculum as an agency in moral instruction and moral training; the teacher as a factor in the moral life of the child.

2. The study in class of certain educational classics selected from the following list: Milton—Tractate on Education; Locke—Thoughts on Education, and Conduct of the Understanding; Froebel—The Education of Man; Rein—Outlines of Pedagogics; Spencer—Education; Dewey—The School and Society, and Ethical Principles underlying Education.

References:—

*Raymont.* Principles of Education.

*Horne.* Psychological Principles of Education.

*Giddings.* Elements of Sociology.

*Dewey.* School and Society.

#### *Advanced Course:*

1. Lectures of a more advanced character upon the topics detailed in Part I of the General Course, supplemented by the investigation of special topics by the students in the Course.

2. The study in class of educational classics selected from the list given in (2) above.

References:—

Those of the General Course, and in addition:

*Mackenzie.* Social Philosophy.

*Dewey.* The School and the Child.

#### PSYCHOLOGY AND GENERAL METHOD.

##### *General Course:*

Relation of the Mental to the Physical. Inborn tendencies, Sensation, Perception, Attention, Memory, Imagi-

nation, Conception, Apperception, Judgment and Reasoning, Feeling and Emotions, Interest, Habit, Will, Character, Development of Motor Ability, Curiosity, Suggestion and Imitation, Heredity and Environment, Adolescence and Child Study, Meaning of Instruction, Instruction and Education, Psychologic Foundations of Method, General Principles, Function and Conduct of the Recitation, including a discussion of such topics as typical lesson forms and teaching devices, planning for a lesson, class preparation for a lesson, development of a lesson, lesson plans.

*Advanced Course:*

Lectures of a more advanced character upon the topics of the General Course as outlined above, with a study of special problems in Education.

References:—

*Titchener.* Primer of Psychology.

*Angell.* Psychology.

*James.* Talks to Teachers on Psychology.

*Kirkpatrick.* Fundamentals of Child Study.

*Thorndike.* Principles of Teaching.

*McMurtry.* Method of the Recitation.

*Findlay.* Principles of Class Teaching.

SCHOOL MANAGEMENT AND SCHOOL LAW.

(a) Moral and Intellectual Purposes of Schools. Physical Training, Discipline. School Habits, Incentives, Punishments. School Organization, Grading, Course of Study and Time-Tables. Classification and Promotion. Daily Programme. Principles of Teaching. Technique of Class Instruction. Recitations and Questioning. Examinations and other Tests.

(b) Problems in School Administration, Functions of Various Types of Schools. State and School. Forms of Educational Control. Executive and Legislative Functions of School Boards and School Officers. Relation of Principal to Teachers, of Teachers to Parents, Trustees, and Caretaker. Business Administration. Sites, Buildings, and Equipment. Class-room Decoration. School Sanitation and School Hygiene. School Reports. Compulsory Education. Industrial Education. Schools for Delinquents and Defectives. School and Home. School and Society. Co-operation of Schools with other Educational Agencies. School Law and Regulations of Ontario.

References:—

*Shaw.* School Hygiene.

*Landon.* Principles and Practice of Teaching, and School Management.

The School Law and Regulations of Ontario.

SPECIAL METHODS.

The courses in Special Method will deal with the selection and organization of the contents of the various school subjects in the terms of the curricula of the Education Department of Ontario, and will include a discussion of methods of instruction in each subject, together with an academic review of the subject itself. NOTE.—While the same general purposes direct the courses in the subjects of both Part I and Part II, special emphasis will be placed upon the academic review in the courses in the subjects of Part II.

The following subjects will be discussed:

*Part I.*

(For further details see the High and Public School Courses of the Ontario Department of Education).

English—Spelling, Composition, Literature, Grammar, and Rhetoric; History; Geography; Mathematics—Arithmetic, Mensuration, Algebra, Geometry, and Trigonometry; Latin; Greek; French; German; Science—Botany, Zoology, Physics, Chemistry and Mineralogy.

References:—

The Text-books authorized for the Public and High Schools of Ontario.

*Chubb.* The Teaching of English.

*Carpenter, Baker and Scott.* The Teaching of English.

*McMurry.* Special Method in History; In the Reading of English.

*Geikie.* Teaching of Geography.

*Smith.* The Teaching of Elementary Mathematics.

*Young.* The Teaching of Mathematics in Secondary Schools.

*Bennett and Bristol.* The Teaching of Latin and Greek.

*Jespersen.* How to Teach a Foreign Language.

Report of the Committee of Twelve.

*Lloyd and Bigelow.* The Teaching of Biology.

*Smith and Hall.* The Teaching of Chemistry and Physics.

*Ganong.* The Teaching Botanist.



## Part II.

(For further details consult the Public and High School Courses of Study).

Part II consists of Academic and Professional courses of instruction in the following subjects:

*Nature Study and School Gardens*—Character and Scope of Nature Study. Material for Nature Study. Content. Methods. Purpose of School Gardens. Preparation and Plans. Excursions and Collections.

*Elementary Science*—Botany, Zoology, Physics, and Chemistry as prescribed for Fifth Forms and the Continuation Schools. Construction of Single Apparatus. A course in the Methods of Experimentation and in the Manipulation of Apparatus.

*Music*—A course both practical and theoretical, to include Tune, Time and Rhythm, Ear training, Voice training, Singing, Tonic Sol-fa and Staff Notation. The Minor Mode.

*Art*—Freehand, Color Work. Clay Modelling. Water-Color Sketches. Model and Memory Drawing. Free-hand Perspective. Applied Design. Correlation with other Departments.

*Commercial Work*—Writing—material, position, movement, grouping and practice. Bookkeeping. Business Forms. Stenography. Typewriting.

*Constructive Work*—The Nature, Scope and History. Educational and Practical Values, Methods. Tools and Materials. The Workshop. Practice in use of paper, cardboard, raffia, reed, clay, wood. Mechanical Drawing.

*Household Science*—Needlework. Cookery. Household Economics. Correlation with other Subjects.

*Reading*—Its Scope and Processes. Voice Training. Phonics. Forms of Reading. Methods in Reading.

*Physical Training*—Breathing Exercises. Exercises for Legs, Arms, Neck and Trunk. Corrective Exercises. Games. Gymnastics. Calisthenics. Drill. Treatment of Emergencies. Personal Hygiene.

### References:—

The Text-books authorized for the Public and High Schools of Ontario.

*Silcox and Stevenson*. Modern Nature Study.

*Hodge*. Nature Study and Life.

The Educational Music Course, Books I, II, III, IV (Teachers' Edition).

Art Education Drawing Book Course (Prang).

*McMurry*. Special Method in Primary Reading.

Penman's Art Journal.

### COURSES FOR SPECIALISTS.

Candidates for diplomas as Specialists should familiarize themselves with the recent literature on the professional phases of their special departments.

### COURSE FOR INSPECTORS.

#### 1. Modern Tendencies in Education and Modern Educational Systems (two examination papers).

Modern Tendencies in Education may be studied in current educational literature and in such works as *Education and Interest* (De Garmo), *The Educational Situation*, and *The School and The Child* (Dewey), *A Modern School* (Hanus), *The Children* (Darroch), *Among Country Schools* (Kern), *Moral Education* (Griggs), *The Place of Industries in Elementary Education* (Dopp), *School Sanitation and Decoration* (Burrage and Bailey).

Modern Educational Systems, in particular the systems of Great Britain, Germany, and the United States may be studied in current Educational literature *or* in portions of such works as *The Educational Systems of Great Britain and Ireland* (Balfour), *The History of Education in the United States* (Dexter), *German Education, Past and Present* (Paulsen, trans. Lorenz). It is to be understood that all books mentioned in this sub-section, as in the other sub-sections of this Course, are suggestive, and in no sense obligatory.

#### 2. History of Public Education in Ontario (one examination paper).

Candidates should have an intelligent conception of the Educational System of Ontario. This conception implies a knowledge of the system in its historical development, and in its present forms, with special reference to Secondary and Primary Education. References suggested here are the general histories of Canada or Ontario, portions of recent Reports of the Education Department of Ontario, the biographers of Strachan and Ryerson, *Public Education in Upper Canada* (Coleman), etc.

#### 3. School Administration and Law (one examination paper).

Candidates should familiarize themselves in general with the Public Schools Act, the High Schools Act, the Truancy Act, Department of Education Act, and the Regulations of the Education Department, and in particular with the law and regulations in regard to the appointment, authority, qualifications and duties of inspectors.

#### 4. School Inspection, and Supervision of Instruction in Public School Subjects (one paper).

Candidates must show an intelligent appreciation of the duties and responsibilities of inspectors; they must be acquainted with the best methods of school management, and they must give evidence of a competency to instruct and to supervise instruction in any of the subjects of the Public School courses of study. The only reference suggested here is the School Law and Regulations of Ontario. For the rest the candidate must rely upon his own knowledge of official practice in inspection, and upon his own experience in school management and in class instruction, supplemented by such reports and books as he may deem pertinent.

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## PROVINCIAL CERTIFICATES.

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I. The Education Department accepts the courses of the Faculty of Education in the University of Queen's College as follows:

(a) The General Course and the First Advanced Course as the professional courses for an Interim First Class Public School and an Interim High School Assistant's certificate.

(b) The Second Advanced Course, as the professional course for a High School Assistant's Interim certificate.

(c) The Special courses for Specialists as the professional courses for Interim Specialists' certificates.

(d) The Special course for Public School Inspectors, as the professional course for a Public School Inspector's certificate. (To come into effect after June, 1910).

II. Certificates of qualification may be awarded by the Education Department on the results of the examinations of the Faculty of Education, as follows:

(1) Interim High School Assistants' and Interim First Class Public School certificates, one or both as the case may be:

(a) To students who have attended regularly and have fulfilled the conditions prescribed by the Education Department, and who have obtained in each of Parts I, II, and III of their courses 40 per cent. of the marks for each subject, and 60 per cent. of the aggregate of the marks for the term's work and final examinations.

(b) On the recommendation of the Faculty of Education, to students in attendance in the First Advanced Course who have obtained 40 per cent. of the marks for each subject of Part I and 55 per cent. of the marks for said part, and who have fulfilled the other conditions of (a) above.

(c) To students who are exempt from attendance and from the examination in Part III of the General Course and have fulfilled the conditions prescribed by the Education Department, and who have obtained at the examinations in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) Interim Second Class Public School certificates, valid for one year, may be given on the recommendation of the Faculty to students of the General or First Advanced Course who have obtained at least 35 per cent. of the marks for each subject in Parts I and II and at least 55 per cent. of the aggregate of the marks in said Parts, and have passed in Part III.

(3) Interim Specialists' certificates:—

(a) To candidates in attendance who have fulfilled the conditions of one of the Advanced Courses and who have obtained 60 per cent. of the marks assigned to the term's work and final examinations in the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned the paper or papers in their department.

(4) Public School Inspectors' certificates:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

III. (1) An interim First Class Public School certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and, if over 21 years of age, to teach in a High School also.

(2) An interim High School Assistant's certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

(3) Interim certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.



## DEGREES IN EDUCATION.

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### DEGREE OF BACHELOR OF PEDAGOGY.

The degree of Bachelor of Pedagogy (B.Paed.) is granted to students in the Faculty of Education under the following conditions:

1. The candidate shall hold (*a*) a degree in Arts, not being an honorary degree, from any University in the British Dominions; and (*b*) a First Class or High School Assistant's certificate granted by the Education Department of Ontario, or a certificate of equal value.

2. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics and Sociology, with their applications to Education, in the Science of Education, and in the History and Criticism of Educational Systems.

3. Before he completes the examination for the degree, the candidate shall submit certificates of at least two years of successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination, and shall write such essays and exercises as may be prescribed. These will be read and returned with criticisms and suggestions. The fee for registration is \$10, and for extra-mural assistance \$5 for each section.

5. The examination shall be held in May at Queen's University or in any other locality in the Province chosen by the candidate and approved by the Senate, and under a presiding examiner appointed by the Senate, subject to the usual fees and regulations of the University regarding extra-mural examinations (see p. 59 of Arts Calendar). The candidate shall send notice not later than the 1st of April of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee for the full examination is \$10, or for each section if taken separately \$8. The fee for the degree is \$20. All fees shall be paid to the Treasurer with the application for registration or examination, as the case may be.

7. The work in each Section (A or B) may be taken, and will be examined on, separately. The standard for a Pass degree shall be 50 per cent. of the marks assigned to each Section. The candidate who obtains 50 per cent.

of the marks of each Section and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The candidate who obtains 50 per cent. of the marks of each Section and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

(The bibliographies given below are not obligatory; they are suggestive only).

#### A.

8. History of Psychology and Ethics (two papers); Principles of Psychology, Ethics and Sociology (two papers).

References:—

- Weber.* History of Philosophy.
- Sidgwick.* History of Ethics.
- Muirhead.* Chapters from Aristotle's Ethics.
- Watson.* Hedonistic Theories.
- Descartes.* Method and Meditations (*Veitch*).
- J. S. Mill.* Examination of Hamilton, and Utilitarianism.
- Wundt.* Outlines of Psychology.
- Titchener.* Outline of Psychology.
- King.* Psychology of Child Development.
- Thorndike.* Educational Psychology.
- Mackenzie.* Manual of Ethics.
- Giddings.* Elements of Sociology.

#### B.

Science of Education (two papers); History and Criticism of Educational Systems (two papers).

References:—

- Dickinson.* The Greek View of Life.
- Monroe.* Source Book of the History of Education for the Greek and Roman Periods.
- Spencer.* Education.
- Hall.* Youth.
- Tyler.* Growth and Education.
- O'Shea.* Education as Adjustment.
- De Garmo.* Secondary Education.
- Hanus.* Educational Aims and Educational Values.
- Monroe.* Text-book in the History of Education.

Candidates are recommended to read such additional works as may be necessary to ensure an adequate knowledge of the place and importance of the great educators in the History of Education, more particularly Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel and Herbert Spencer. Specific advice regarding books will be given to those desiring it, on application to the Registrar.

#### DEGREE OF DOCTOR OF PEDAGOGY.

The Degree of Doctor of Pedagogy (D.Paed.) is granted under the following conditions:

1. The candidate shall hold a degree in Arts, not being an honorary degree, from a University in the British Dominions, with (a) honours in a department, or (b) a Provincial certificate as Specialist, or (c) the degree of B.Paed.

2. Before he completes the examination for the degree, he shall submit evidence of at least three years of successful experience as teacher or inspector.

3. The candidate shall register at least six months before he presents himself for examination. He shall register as an intra-mural student to take such University classes as may be approved by the Faculty of Education, or he shall register as an extra-mural student. In the latter case he will be required to write essays and exercises on such subjects as may be prescribed. These will be read and returned, with criticisms and suggestions. The fee for registration in the Course is \$10 per session, and for extra-mural assistance \$5 for each Section of the Course.

4. The candidate shall pass an examination in the History of Psychology and Ethics, in the Principles of Psychology, Ethics, and Sociology, with their applications to Education; in the Science of Education, and in the History and Criticism of Educational Systems, with special reference to Ontario and the Nineteenth Century. He shall also submit (before April 1) a thesis on some educational topic selected with the approval of the Faculty of Education. After the examiners have reported in favor of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis. The thesis shall contain the report of the examiners.

5. The examination, which may be taken as a whole or separately in Sections, shall be held at such times and under such conditions as to date of application, division of the examination, etc., as obtain with the Bachelor's Degree.

6. The fee for the whole examination is \$10, and for each Section, where taken separately, \$8. The fee for the degree is \$25. All fees shall be paid to the Treasurer with the applications.

(The bibliographies given below are not obligatory; they are suggestive only).

#### A.

7. History of Psychology and Ethics (two papers); Principles of Psychology, Ethics, and Sociology (two papers).

References:—

*Windelband.* History of Ancient Philosophy.

*Plato.* Republic.

*Höfding.* History of Modern Philosophy.

*Dewey.* Leibnitz (Griggs series).

The Philosophy of Kant (Watson's Selections).

*Wundt.* Physiological Psychology.

*Seashore.* Laboratory Course in Psychology.

*James.* Principles of Psychology.

*Stout.* Analytical Psychology.

*Green.* Prolegomena to Ethics.

*Bosanquet.* Philosophical Theory of the State.

*Ward.* Applied Sociology.

#### B.

Science of Education (two papers); History and Criticism of Educational Systems (two papers).

References:—

*Harris.*—Psychological Foundations of Education.

*O'Shea.* Dynamic Factors in Education.

*Harper.* Trend of Higher Education.

*Fitch.* Thomas and Matthew Arnold.

*Brown.* The Making of Our Middle Schools.

*Hall.* Aspects of Child Life and Education.

*Welton.* The Logical Bases of Education.

*Payne.* Education of Teachers.

Candidates will be expected to make themselves familiar with the Educational Systems of Great Britain, France, Germany, the United States, and Canada, and with contemporary movements and tendencies in Education, by means of standard works and current educational literature. Specific advice regarding books will be given to those desiring it, on application to the Registrar.

They are also recommended to read the more important works of such educators as Bacon, Locke, Rousseau, Pestalozzi, Herbart, and Froebel, so far as to ensure an adequate knowledge of their influence on modern educational thought and practice.



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